

UTAH PROFESSIONAL TEACHER STANDARDS CONTINUUM OF DEVELOPMENT

STANDARD ONE Creating and maintaining a positive classroom environment that promotes student learning	PERFORMANCE LEVEL				LINES OF EVIDENCE (Portfolio)
	Teacher-Centered			Student-Centered	
	LEVEL 1		LEVEL 2		
	BASIC	EMERGING	PROFICIENT	MASTER	
1a. Create a physical environment that supports a culture for learning and engages all students.	<ul style="list-style-type: none">Addresses obvious safety and accessibility issues.Has a static classroom arrangement.	<ul style="list-style-type: none">Provides classroom environment that is safe and accessible for most students.Makes some adjustments to room arrangement to promote learning.	<ul style="list-style-type: none">Maintains a classroom environment that is safe and accessible for all students.Arranges and adjusts the classroom to promote individual and group learning.	<ul style="list-style-type: none">Promotes a safe and accessible student-centered classroom.Encourages students to promote individual learning through classroom arrangement.	Classroom Observations Records on Student Behavior Periodic Questionnaires to Students Comments from Colleagues
1b. Implement classroom procedures to enhance student learning.	<ul style="list-style-type: none">Develops a daily schedule, and establishes classroom procedures and routines.	<ul style="list-style-type: none">Encourages students to internalize classroom procedures and routines.	<ul style="list-style-type: none">Involves students in the development of classroom procedures and routines.	<ul style="list-style-type: none">Modifies procedures and routines to support students in becoming self-directed learners.	
1c. Manage student behavior.	<ul style="list-style-type: none">Articulates clear expectations for student behavior.Responds inconsistently to student behavior.	<ul style="list-style-type: none">Encourages student behavior that aligns with expectations.Intervenes when student behavior does not meet agreed-upon classroom standards.	<ul style="list-style-type: none">Establishes and consistently maintains expectations for behavior that reflect student developmental and personal needs.Responds to student behavior to encourage self-reflection, adjustment, and positive behavior.	<ul style="list-style-type: none">Supports students as they establish expectations and develop responsibility for their own behavior.Facilitates the classroom as students continue to monitor their own behavior.	
1d. Establish a civic classroom based on caring, responsibility, and respect for diversity.	<ul style="list-style-type: none">Builds caring, friendly rapport with most students.Understands the need for student responsibility.Recognizes some incidents of unfairness and disrespect.	<ul style="list-style-type: none">Begins building a caring classroom community.Uses some strategies to develop student responsibility.Models respectful relationships.	<ul style="list-style-type: none">Promotes a caring and friendly student community.Establishes a learning community based on student responsibility.Responds equitably to incidents of unfairness and disrespect.	<ul style="list-style-type: none">Fosters a caring classroom where students create a friendly learning community.Models and promotes a student-driven, responsible learning community, socially and academically.Empowers students to maintain a respectful learning community.	

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1e. Use instructional time effectively to enhance student learning.	<ul style="list-style-type: none">Uses pacing that reflects too much or too little time for learning activities, classroom business, and transitions.Begins to develop smoother transitions.	<ul style="list-style-type: none">Applies strategies to pace and adjust instruction.Utilizes transitions as a routine to increase instructional time.	<ul style="list-style-type: none">Paces instruction to review and reinforce student learning to ensure optimal student engagement.Uses transitions to support engagement of all students.	<ul style="list-style-type: none">Presents, adjusts, and facilitates daily activities so all students have time for learning, are continually engaged, and have opportunities for reflection and assessment.Integrates classroom procedures and smooth transitions to enhance student learning.	Classroom Observations Procedures Chart IEP or SEOP Records Records on Student Behavior

UTAH PROFESSIONAL TEACHER STANDARDS CONTINUUM OF DEVELOPMENT

STANDARD TWO Planning curriculum and designing instruction to enhance student learning	PERFORMANCE LEVEL				LINES OF EVIDENCE (Portfolio)
	Teacher-Centered			Student-Centered	
	LEVEL 1		LEVEL 2		
	BASIC	EMERGING	PROFICIENT	MASTER	
2a. Demonstrate knowledge of content.	<ul style="list-style-type: none">Demonstrates basic content knowledge and identifies key concepts.	<ul style="list-style-type: none">Communicates meaningful content knowledge to students.	<ul style="list-style-type: none">Incorporates extensive knowledge to expand student understanding, using multiple perspectives.	<ul style="list-style-type: none">Presents comprehensive content knowledge and understanding of key concepts, focusing on multiple perspectives within and across subject areas.	Classroom Observations Instructional Artifact Sheet Instructional Plan for a Unit or Single Lesson Examples of student work
2b. Demonstrate knowledge of age-appropriate pedagogy.	<ul style="list-style-type: none">Demonstrates basic understanding of developmental instructional needs.	<ul style="list-style-type: none">Plans for adjustment of instruction-based student developmental skills, backgrounds, and prior knowledge.	<ul style="list-style-type: none">Incorporates knowledge of student development into planning daily instruction.	<ul style="list-style-type: none">Uses a variety of age-appropriate, research-based teaching strategies in planning curriculum.	
2c. Design and articulate instruction aligned with Utah State Core Curriculum standards.	<ul style="list-style-type: none">Uses Utah State Core Curriculum standards and district standards to plan instruction.	<ul style="list-style-type: none">Aligns instructional goals with Utah State Core Curriculum standards and district standards, and communicates these goals to students.	<ul style="list-style-type: none">Integrates the Utah State Core Curriculum standards and district standards into the curriculum, focusing on student learning outcomes.	<ul style="list-style-type: none">Utilizes Utah State Core Curriculum standards in designing instruction that is highly relevant and reflects best teaching practices across the curriculum.	
2d. Select instructional goals based on student achievement data and knowledge of students.	<ul style="list-style-type: none">Uses basic assessment materials from district and state-provided teacher resources.	<ul style="list-style-type: none">Develops some strategies to use assessment tools to guide and monitor instructional goals.	<ul style="list-style-type: none">Uses a variety of assessment tools to guide and monitor instructional goals.	<ul style="list-style-type: none">Involves students in analysis of a wide variety of assessments to set relevant instructional goals and plan for student misconceptions.	
2e. Connect curriculum to student development and cultural background.	<ul style="list-style-type: none">Connects minimally to student development and cultural background.	<ul style="list-style-type: none">Adjusts lessons plans occasionally, recognizing individual student skills, backgrounds, and learning styles.	<ul style="list-style-type: none">Incorporates student backgrounds and learning styles in planning differentiated instruction.	<ul style="list-style-type: none">Integrates cultural backgrounds and learning styles to facilitate student involvement in planning instruction and assessment.	

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2f. Use appropriate resources to facilitate individual student learning.	<ul style="list-style-type: none">Recognizes the need to use additional resources such as media and technology.	<ul style="list-style-type: none">Develops skills to apply resources, media, and technology in planning instruction.	<ul style="list-style-type: none">Selects, creates, and uses a range of relevant resources to enrich learning.	<ul style="list-style-type: none">Facilitates student learning in using a wide range of media, technologies, and student-developed resources.	Classroom Observations Instructional Artifact Sheet Instructional Plan for a Unit or Single Lesson Examples of student work
2g. Integrate curricula across multiple content areas.	<ul style="list-style-type: none">Uses minimal integration with other content areas.	<ul style="list-style-type: none">Develops connections with other content areas.	<ul style="list-style-type: none">Coordinates standards within and across the curriculum.	<ul style="list-style-type: none">Facilitates student reflection and curriculum integration within and across the content areas.	

UTAH PROFESSIONAL TEACHER STANDARDS CONTINUUM OF DEVELOPMENT

STANDARD THREE Engaging and supporting all students in learning	PERFORMANCE LEVEL				LINES OF EVIDENCE (Portfolio)
	Teacher-Centered			Student-Centered	
	LEVEL 1		LEVEL 2		
	BASIC	EMERGING	PROFICIENT	MASTER	
3a. Communicate instruction clearly and accurately.	<ul style="list-style-type: none">Gives directions and establishes procedures for instruction.	<ul style="list-style-type: none">Gives directions and establishes procedures with some clarification for instruction.	<ul style="list-style-type: none">Gives clear, detailed directions and establishes effective procedures for instruction, checking for student understanding.	<ul style="list-style-type: none">Gives explicit directions and establishes detailed procedures for instruction, anticipating student misunderstanding.	Classroom Observation Instructional Artifact Sheet Videotape of class Examples of student work Instructional Plan for a Unit or Single Lesson
3b. Use research-based instructional strategies to enhance student learning of content.	<ul style="list-style-type: none">Uses provided instructional strategies to deliver learning.	<ul style="list-style-type: none">Includes research-based instructional strategies for learning.	<ul style="list-style-type: none">Engages students in research-based instructional strategies and best practices that are appropriate to enhance learning.	<ul style="list-style-type: none">Involves students in research-based instructional strategies that engage students in collaboration and critical thinking to expand content understanding.	
3c. Accommodate individual students' cultural, physical, emotional, social, and intellectual growth.	<ul style="list-style-type: none">Recognizes individual differences in students.	<ul style="list-style-type: none">Accommodates differences in student needs for instruction.	<ul style="list-style-type: none">Incorporates student differences into instruction.	<ul style="list-style-type: none">Involves students in incorporating and building upon individual student strengths and differences.	
3d. Reflect on teaching and learning.	<ul style="list-style-type: none">Recognizes effective instruction.	<ul style="list-style-type: none">Uses reflection to recognize the effectiveness of instruction, and makes suggestions for improvement.	<ul style="list-style-type: none">Uses reflection to accurately assess and adjust instruction to improve student learning.	<ul style="list-style-type: none">Makes a thoughtful and accurate assessment of instruction through reflection, and draws on an extensive repertoire of skills to promote student success.	
3e. Differentiate instruction to meet individual student learning needs.	<ul style="list-style-type: none">Follows lesson plans strictly, and is aware of student differences.	<ul style="list-style-type: none">Adapts lessons to further engage students.	<ul style="list-style-type: none">Adjusts lessons based on student needs, questions, and interests using various strategies.	<ul style="list-style-type: none">Uses an extensive repertoire of strategies to meet individual student needs.	

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	LEVEL 1		LEVEL 2		
	BASIC	EMERGING	PROFICIENT	MASTER	
3f. Incorporate understanding of the diversity of the school community into student learning.	<ul style="list-style-type: none">Acknowledges diversity of the school community.	<ul style="list-style-type: none">Connects the diversity of the school community to student learning.	<ul style="list-style-type: none">Integrates the diversity of the school community into student learning.	<ul style="list-style-type: none">Celebrates the diversity of the school community as an asset for student-driven learning.	Classroom Observation Instructional Artifact Sheet Videotape of class Examples of student work Instructional Plan for a Unit or Single Lesson
3g. Integrate the Utah Life Skills document into student learning.	<ul style="list-style-type: none">Has knowledge of the Utah Life Skills document.	<ul style="list-style-type: none">Presents ideas from the Utah Life Skills document in isolation.	<ul style="list-style-type: none">Integrates the Utah Life Skills document into student learning.	<ul style="list-style-type: none">Assists students in acquiring life skills.	
3h. Engage families as partners in student learning.	<ul style="list-style-type: none">Makes attempts to engage families in student learning.	<ul style="list-style-type: none">Involves families in student learning.	<ul style="list-style-type: none">Promotes and encourages family involvement in student learning.	<ul style="list-style-type: none">Utilizes student leadership in connecting families to student learning.	

UTAH PROFESSIONAL TEACHER STANDARDS CONTINUUM OF DEVELOPMENT

STANDARD FOUR Assessing and evaluating student learning	PERFORMANCE LEVEL				LINES OF EVIDENCE (Portfolio)
	Teacher-Centered			Student-Centered	
	LEVEL 1		LEVEL 2		
	BASIC	EMERGING	PROFICIENT	MASTER	
4a. Assess learning goals based on Utah State Core Curriculum standards.	<ul style="list-style-type: none">Demonstrates limited connections with the Utah State Core Curriculum standards when assessing student learning.	<ul style="list-style-type: none">Begins to develop and utilize assessments that are consistent with Utah State Core Curriculum standards and student learning.	<ul style="list-style-type: none">Demonstrates Utah State Core Curriculum standards on a consistent basis when assessing students.	<ul style="list-style-type: none">Aligns assessments based on Utah State Core Curriculum standards with instructional goals both in content and process.	Examples of student work Analysis of Student work Classroom Observation Achievement Data Assessment Plan for a Single Lesson or Unit Visitations of classroom
4b. Use multiple sources of formal and informal assessment to verify student learning.	<ul style="list-style-type: none">Uses limited formal and informal assessments to evaluate student learning.	<ul style="list-style-type: none">Implements regular use of formal and informal assessments that lack variety.	<ul style="list-style-type: none">Employs a variety of formal and informal assessments, and utilizes scoring rubrics to assist students in improving their performances.	<ul style="list-style-type: none">Embeds a wide range of assessments in instruction, including student self-assessment, and evaluates assessment tools for bias and sensitivity.	
4c. Maintain accurate records of student progress.	<ul style="list-style-type: none">Maintains information on student progress in a limited and marginally effective way.	<ul style="list-style-type: none">Maintains information on student progress in an effective manner, with some inconsistencies.	<ul style="list-style-type: none">Maintains information on student progress in an effective and accurate manner.	<ul style="list-style-type: none">Maintains and effectively uses accurate information that includes student input.	
4d. Use student achievement data to inform instruction.	<ul style="list-style-type: none">Uses limited student achievement data to inform instruction.	<ul style="list-style-type: none">Develops the knowledge and skill of using student achievement data to inform instruction.	<ul style="list-style-type: none">Reflects on student achievement data regularly to inform instruction and to diagnose learning needs and remedial strategies.	<ul style="list-style-type: none">Disaggregates student achievement data and student work to inform instruction to meet the needs of all students.	
4e. Communicate feedback on progress to students and parents/guardians.	<ul style="list-style-type: none">Provides accurate but general feedback to students.Provides minimal feedback on student progress to parents/guardians.	<ul style="list-style-type: none">Gives students accurate feedback and specific examples of their strengths and weaknesses.Communicates with parents/guardians on student progress frequently and consistently.	<ul style="list-style-type: none">Provides appropriate and accurate information to students in a relevant and timely manner from a variety of sources.Communicates regularly with parents/guardians, and provides specific examples of student strengths and weaknesses.	<ul style="list-style-type: none">Collaborates with students to develop their own achievement plans based on multiple sources of feedback.Communicates regularly with parents/guardian, and collaborates on developing improvement plans based on student achievement.	

UTAH PROFESSIONAL TEACHER STANDARDS CONTINUUM OF DEVELOPMENT

STANDARD FIVE Demonstrating professionalism to support student learning	PERFORMANCE LEVEL				LINES OF EVIDENCE (Portfolio)
	Teacher-Centered			Student-Centered	
	LEVEL 1		LEVEL 2		
	BASIC	EMERGING	PROFICIENT	MASTER	
5a. Understand and act consistently with education laws.	ALL TEACHERS MUST MEET STANDARD. Utah Administrative Rule 686-103. Professional Practices and Conduct for Utah Educators <ul style="list-style-type: none">Understands and adheres to federal and state laws, State Board of Education Administrative rules, local board policies, and supervisory directives.Exercises good judgment and prudence in the educator's personal life to avoid the impairment of the educator's professional effectiveness.Respects the cultural values and standards of the school community.				Communication Log Professional Learning Records Reflective Journal/Portfolio Teacher Evaluations Community (Parent) Surveys Transcripts
5b. Demonstrate moral and ethical conduct as educators and role models for young people.	ALL TEACHERS MUST MEET STANDARD. Utah Administrative Rule 686-103. Professional Practices and Conduct for Utah Educators, including but not limited to the following: <ul style="list-style-type: none">–Does not participate in criminal activity.–Does not participate in inappropriate sexual conduct.–Does not use school/district computers inconsistently with state law or district/school policies.–Follows appropriate instruction and protocols for standardized testing.–Does not harass students or colleagues.–Maintains student confidentiality.–Actively includes students in education programs without regard to race, color, creed, sex, national origin, marital status, political or religious beliefs, physical or mental conditions, family, social or cultural background, or sexual orientation.–Supervises students appropriately and consistently at school or school events according to district/school policy.–Maintains appropriate student-teacher relationships and boundaries with all students at all times, including not participating in personal or intimate relationships with students.–Maintains school-related financial records and accounts with accuracy and integrity, and consistently with school/district policy.–Does not exploit professional position for personal or financial gain.				
5c. Maintain professional demeanor and appearance.	<ul style="list-style-type: none">Follows school/district policy or supervisory directives on appropriate dress.Models professional appearance appropriate to the educational activity.Demonstrates positive behavior and good will within the school community.				

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	LEVEL 1		LEVEL 2		
	BASIC	EMERGING	PROFICIENT	MASTER	
5d. Establish professional goals, reflect on teaching, and pursue opportunities to grow professionally.	<ul style="list-style-type: none">Has few professional goals and reflects only on a few elements of teaching.Attends required professional development activities.	<ul style="list-style-type: none">Uses teacher standards and reflection to develop a professional plan.Accepts opportunities to grow professionally.	<ul style="list-style-type: none">Uses teacher standards and reflection to develop a professional vision.Seeks opportunities for professional learning and growth.	<ul style="list-style-type: none">Communicates a professional vision, engaging in action research, problem solving, and reflection.Collaborates with others in professional development for the purpose of improving student learning	Communication Log Professional Learning Records Reflective Journal/Portfolio Teacher Evaluations Community (Parent) Surveys Transcripts
5e. Contribute to the educational community, and demonstrate professional leadership.	<ul style="list-style-type: none">Maintains cordial relationships with colleagues.Participates in school/district assignments, events, and projects as required.	<ul style="list-style-type: none">Supports and cooperates with colleagues in fulfilling the duties that the school requires.Volunteers to participate in school/district assignments, events, and projects.	<ul style="list-style-type: none">Supports and builds collaborative relationships with colleagues to improve student learning.Actively engages in making a substantial contribution to school/district assignments.	<ul style="list-style-type: none">Engages in professional dialogue with colleagues to inform instruction, and takes initiative in shared leadership within the school community.Assumes a leadership role in school/district assignments, including mentoring new educators	
5f. Act as an advocate for students, consistent with professional standards and with respect for parents and families.	<ul style="list-style-type: none">Develops an awareness of student needs.Begins to speak on behalf of students.	<ul style="list-style-type: none">Incorporates strategies that serve student needs.Speaks on behalf of students as needs arise.	<ul style="list-style-type: none">Works within the context of a particular team or department to ensure that all students receive opportunities to succeed.Shows concern for needs of students, and seeks resources to meet these needs.	<ul style="list-style-type: none">Makes considerable effort to ensure that all students, particularly those traditionally underserved, are well served, and challenges unfair processes and negative attitudes.Becomes a strong voice for the education of students in the community and the state, and initiates opportunities for student advocacy.	